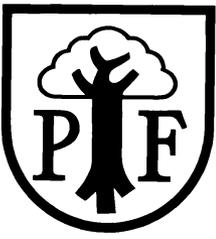


Priors Field Primary School Early Reading Information



The Reading Process

- Reading is a complex process. The reader draws on a range of skills, knowledge and experience in order to make sense of the text.
- To read text, you have to make use of the following strategies:
 - Phonemic, awareness and phonic knowledge
 - Word recognition and graphic knowledge
 - Grammatical awareness
 - Contextual understanding



How is reading taught at Priors Field?

- Phonics sessions teach the knowledge, skills and application of phonics for decoding
- Direct teaching of vocabulary
- Whole class shared reading
- Guided reading with small groups
- Selecting from a variety of texts
- The Story Chair
- Home / school reading links
- Phonics and reading activities
- Continuous assessment





Fabulous Phonics!

We teach a daily phonics session that is delivered to the whole class. This learning is then consolidated and applied throughout the provision in our classrooms.

Each phonics session follows a similar sequence:

- **Revisit and review:** practise previously learnt letters; practise oral blending and segmentation
- **Teach:** teach a new letter and/or segmentation with letters; teach one or two tricky words
- **Practise:** practise reading and/or spelling words with the new letter
- **Apply:** read or write a caption (with the teacher) using one or more high-frequency (HF) words and words containing the new letter.



Glossary

Phoneme

The smallest unit of sound in a word.

Grapheme

A letter or group of letters representing one sound (phoneme)

E.g. ck, igh, t, sh

Digraph

Two letters which together make one sound. There are different types of digraph – vowel, consonant and split.

Trigraph

Three letters which together make one sound.

Segmenting

The process of using phonics for writing. Children listen to the whole word and break it down into the constituent phonemes, choosing an appropriate grapheme to represent each phoneme.

E.g. *ship* can be segmented as *sh-i-p*.

Blending

The process of using phonics for reading. Children identify and synthesise /blend the phonemes in order to make a word.

E.g. *s-n-a-p*, blended together, reads *snap*.



What is a sound button?

■ Sleck

■ Scray

■ Troud

■ Disclorping

■ Sleck
● ● ● █

■ Scray
● ● ● █

■ Troud
● ● █ ●

■ Disclorping
● ● ● ● █ ● █

Sound buttons are spots and lines that can be written underneath a sound to support reading.



Teaching Blending for Word Reading

- Blending is recognising the letter sounds in a written word, for example c-a-t, and merging or synthesising them in the order in which they are written to pronounce the word 'cat'
- To read unfamiliar words a child must **recognise (sound out) each grapheme, not each letter**, then merge the phonemes together to make a word (in 'ship', the phonemes are 'sh', 'i' and 'p')

Procedure:

- Point to the beginning of the word 'cat'. Draw your finger along underneath the word, stretching out the sound, like a piece of elastic, saying /kaaat/ then releasing the stretch, as it were, to say /kaat/ and /kat/: point to 'cat' and say /kat/ smoothly



Phases

■ Phase One

Children show an awareness of linking sounds and letters.

■ Phase Two

Children learn to hear sounds in consonant vowel consonant (CVC) words, recognising the graphemes for 20 sounds. They begin to read and recognise high frequency words and spell CVC words.

■ Phase Three

Children recognise graphemes for 25 more sounds, including digraphs and trigraphs. They continue to read and spell more high frequency words.



Phases

■ Phase Four

Children can recognise graphemes for all 42 sounds. They are able to blend phonemes to read CVC words and segment CVC words to spell.

■ Phase Five

Children learn new graphemes (split vowel digraphs) and alternative pronunciations for graphemes they already know.

Children will be able to choose the appropriate grapheme to represent the sound when spelling.

ai r ai n

ay d ay

a_e m a k e



Phases

■ Phase Six

During this phase children become more fluent readers and more accurate spellers. Children know most of the common grapheme/phoneme correspondences. They learn to recognise phonic irregularities and become more secure with less common grapheme phoneme correspondences. Children learn to spell an increasing number of complex words and begin to investigate spelling patterns, learning how to add suffixes.



High Frequency Words

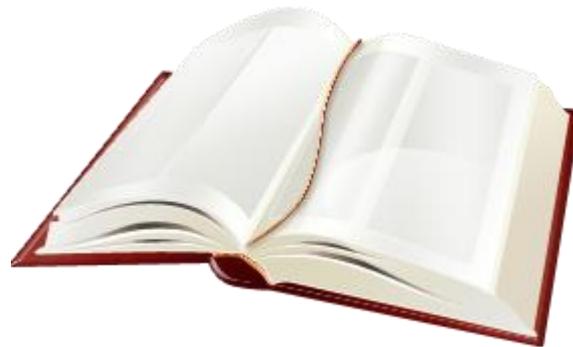
- Children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular.
- Children are also taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules – ‘tricky words’.

Reception year

go	come	went	in
up	you	day	was
look	are	the	of
we	this	dog	me
like	going	big	she
and	they	my	see
on	away	mum	it
at	play	no	yes
for	a	dad	can
he	am	all	is
cat	get	said	to



Children have opportunities to read texts that are in reach of their phonic knowledge and skills, even though every word may not be decodable unaided.





Parents: where do we fit in?

Parents' role is *crucial* in supporting their children in their development as independent, confident readers.

- Please share a reading book with your child every day for around 15 minutes. Your child will be able to choose a new book each morning, before registration.
- Please comment briefly in your child's Home Reading Diary. Our team will read, initial and respond if necessary.
- In Reception children have a Phonics Book that contains the sounds for that weeks new phonemes. Please allow your child to tell you about the new phoneme each evening and practice the movement that goes with it.



Reading with Your Child

Encourage your child to:

- Talk about what they have read / discuss the pictures
- Predict and re-tell
- Refer to funny / scary / favourite part
- Explain and elaborate
- Link to other stories read / experiences they have had / life

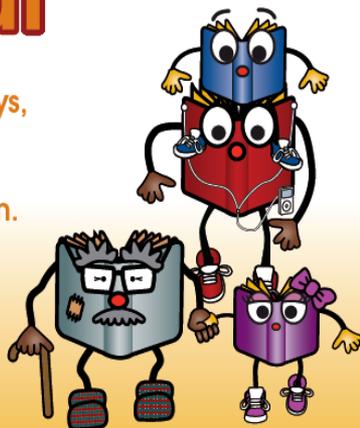
Children's Learning Differences: Success in Reading

- Children learn at different rates and in different ways.
- The stages each child goes through will be similar but not uniform so it is not possible to compare children's 'reading ability'.
- Pleasure and enjoyment of reading are key factors in success.
- Children, parents and teachers work well as a team.

Read when you're out and about

✓ Play the A-Z of travel – on long journeys, children can go through the alphabet seeing if they can spot a road, shop or advertising sign, finding each letter in turn. The road sign “Queues likely” comes in handy for once.

✓ Give your child a mini shopping list and help them find the items.



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Discover words in the kitchen

✓ Regularly point out words on labels, instructions and cereal packets etc.

✓ Try making recipes or meals together. Get your child to read out the ingredients as you go along.

✓ Put magnetic letters on your fridge and make words.



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Fun with letters in the bathroom

✓ For toddlers – play with plastic books or letters and waterproof crayons in the bath.

✓ Write messages on steamed-up mirrors.

✓ Try bathtime stories.



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Share stories in the bedroom

✓ Create a special area for books.

✓ Read a bedtime story with your child every night for a week (or longer) – remember, a good ten minutes is better than a difficult half hour.



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Summary: How to help at home with reading

- Remember that talking about reading is very important, so if your child is sometimes reluctant to read aloud, discussing a book will also help to develop reading skills.
- Concentrate on enjoyment and grasping the meaning rather than absolute accuracy.
- Keep reading time relaxed, comfortable and pleasurable, in a quiet corner, with the television turned off.
- Talk about the cover and read the title before rushing your child into the text, asking questions, such as: What do you think it will be about? What sort of book is it? Have you read one like this before?
- Look through the book, noticing interesting pictures and words, then read the opening together.



Summary: How to help at home with reading

- Don't correct too quickly. Give time.
- If your child is 'telling' the story from the pictures, give praise, and track the text yourself by pointing under the words. This will help him/her to understand the orientation of text, and also that it is the words that deliver the meaning.
- When your child brings home a book that has been read before ask for a summary before reading it again, then see what he/she has remembered. Point out punctuation and anything else he/she is now recognising.
- As your child progresses, talk about authors, characters and the events in the order they are occurring.
- Join your local library together and use it regularly. Watch out for storytelling events, summer reads and reviews of new titles.